



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11981481
SAU: MSAD 04
School: Piscataquis Community Middle S

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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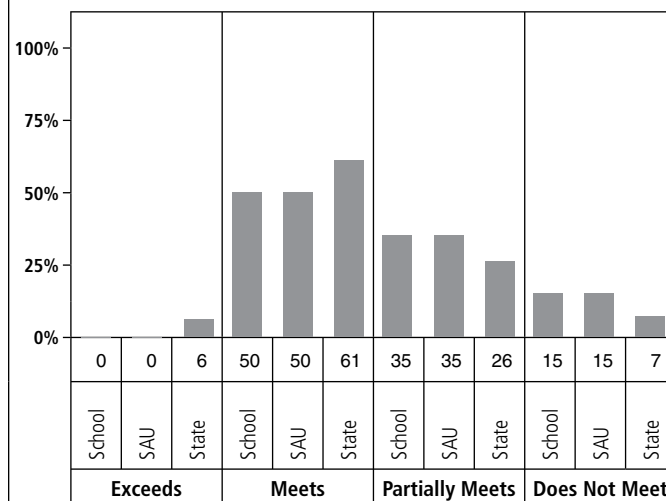
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 04
School: Piscataquis Community Middle S

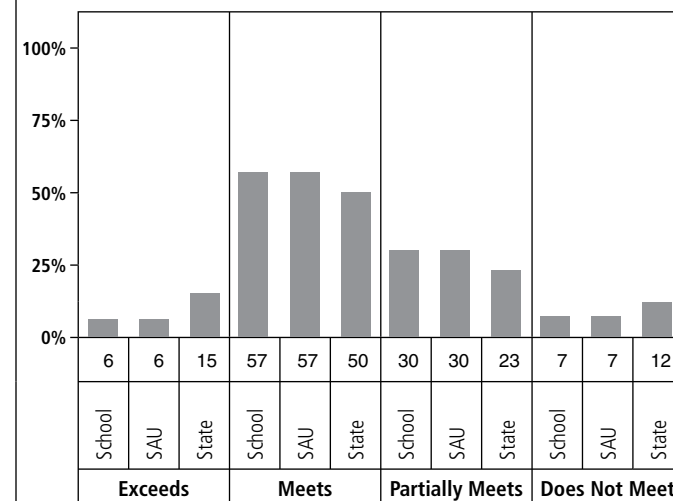
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	545	545	544
2007–2008	544	544	545
2008–2009	540	540	546
Cum. Avg.*	543	543	545
Mathematics			
2006–2007	547	548	546
2007–2008	545	545	546
2008–2009	543	543	547
Cum. Avg.*	545	545	546
Science			
2008–2009 **	540	540	543

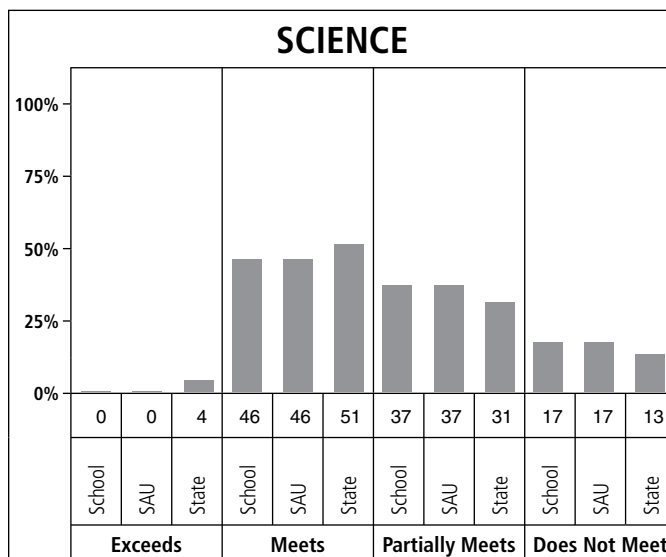
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 04
School: Piscataquis Community Middle S

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	56	100	56	100	14212	100	54	100	54	100	14135	100	54	100	54	100	14144	100	54	100	54	100	14137	100
Ethnicity African American/Black	1	2	1	2	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	55	98	55	98	13271	93	53	100	53	100	13212	100	53	100	53	100	13211	100	53	100	53	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	13	23	13	23	2479	17	12	100	12	100	2454	100	12	100	12	100	2455	100	12	100	12	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	36	64	36	64	5848	41	35	100	35	100	5815	100	35	100	35	100	5819	100	35	100	35	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	26	46	26	46	10849	76	22	39	22	39	10872	76	26	46	26	46	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	28	50	28	50	3122	22	32	57	32	57	3124	22	28	50	28	50	3019	21
Identified disability (PET/IEP)	12	43	12	43	1992	64	12	38	12	38	2000	64	12	43	12	43	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	1	4	1	4	84	3	1	3	1	3	86	3	1	4	1	4	81	3
Other	15	54	15	54	907	29	19	59	19	59	886	28	15	54	15	54	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	2	4	2	4	19	0	2	4	2	4	19	0	2	4	2	4	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2009
Grade:	5
SAU:	MSAD 04
School:	Piscataquis Community Middle S

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	2	1	2	702	5
	2007-2008	1	2	1	2	659	5
	2008-2009	0	0	0	0	836	6
	Cum. Total*	2	1	2	1	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	37	64	37	65	7730	55
	2007-2008	36	62	35	61	8195	58
	2008-2009	27	50	27	50	8495	61
	Cum. Total*	100	59	99	59	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	15	26	14	25	4182	30
	2007-2008	15	26	15	26	3800	27
	2008-2009	19	35	19	35	3667	26
	Cum. Total*	49	29	48	29	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	5	9	5	9	1419	10
	2007-2008	6	10	6	11	1362	10
	2008-2009	8	15	8	15	973	7
	Cum. Total*	19	11	19	11	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	26.6	55.4	26.6	55.4	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	13.1	54.6	13.1	54.6	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	13.5	56.3	13.5	56.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 04
 School: Piscataquis Community Middle S

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	27	50	19	35	8	15	540	54	0	50	35	15	540	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	53	0	0	27	51	18	34	8	15	540	53	0	51	34	15	540	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	2	17	5	42	5	42	532	12	0	17	42	42	532	2290	0	29	47	23	537
No	42	0	0	25	60	14	33	3	7	543	42	0	60	33	7	543	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	54	0	0	27	50	19	35	8	15	540	54	0	50	35	15	540	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	35	0	0	15	43	12	34	8	23	538	35	0	43	34	23	538	5716	2	51	35	12	542
No	19	0	0	12	63	7	37	0	0	544	19	0	63	37	0	544	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	54	0	0	27	50	19	35	8	15	540	54	0	50	35	15	540	13963	6	61	26	7	546
Gender																						
Female	31	0	0	16	52	11	35	4	13	542	31	0	52	35	13	542	6882	8	62	24	6	547
Male	23	0	0	11	48	8	35	4	17	538	23	0	48	35	17	538	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	2	22	5	56	2	22	535	9	0	22	56	22	535	1914	1	41	44	14	540
No	45	0	0	25	56	14	31	6	13	541	45	0	56	31	13	541	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	54	0	0	27	50	19	35	8	15	540	54	0	50	35	15	540	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 04
School: Piscataquis Community Middle S

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 67 28 2	0 0 0 0	0 0 0 0	0 17 10 0	0 47 67 0	1 13 4 1	50 36 27 100	1 6 1 0	50 17 7 0	531 539 545 536	4 67 28 2	0 0 0 0	0 47 67 0	50 36 27 100	50 17 7 0	531 539 545 536	4 70 24 2	2 6 7 4	40 63 61 42	34 26 26 33	24 6 6 21	540 546 546 541
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	37 41 20 2	0 0 0 0	0 0 0 0	11 10 6 0	55 45 55 0	7 8 4 0	35 36 36 0	2 4 1 1	10 18 9 100	540 540 541 530	37 41 20 2	0 0 0 0	55 45 55 0	35 36 36 0	10 18 9 100	540 540 541 530	36 47 15 2	10 5 2 0	67 62 47 30	18 27 40 46	5 6 12 24	549 546 541 537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	24 52 22 2	0 0 0 0	0 0 0 0	5 17 5 0	38 61 42 0	5 9 4 1	38 32 33 100	3 2 3 0	23 7 25 0	540 542 537 536	24 52 22 2	0 0 0 0	38 61 42 0	38 32 33 100	23 7 25 0	540 542 537 536	31 55 10 3	9 5 3 1	65 63 45 31	20 27 38 41	5 5 14 27	548 546 542 537
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 56 28	0 0 0	0 0 0	2 20 5	22 67 33	5 8 6	56 27 40	2 2 4	22 7 27	536 544 536	17 56 28	0 0 0	22 67 33	56 27 40	22 7 27	536 544 536	16 64 20	3 7 5	49 63 62	32 25 26	15 5 7	542 547 546
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 55 34	0 0 0	0 0 0	0 18 9	0 62 50	4 9 5	67 31 28	2 2 4	33 7 22	533 542 540	11 55 34	0 0 0	0 62 50	67 31 28	33 7 22	533 542 540	10 52 38	1 4 10	33 61 68	42 29 18	24 6 4	538 545 549
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	31 30 17 22	0 0 0 0	0 0 0 0	5 10 5 7	29 63 56 58	7 6 1 5	41 38 11 42	5 0 3 0	29 0 33 0	537 544 537 543	31 30 17 22	0 0 0 0	29 63 56 58	41 38 11 42	29 0 33 0	537 544 537 543	20 56 10 14	10 7 3 1	64 65 52 46	21 24 33 38	5 5 12 14	548 547 543 541
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	37 44 19	0 0 0	0 0 0	9 12 6	45 50 60	10 8 1	50 33 10	1 4 3	5 17 30	540 541 539	37 44 19	0 0 0	45 50 60	50 33 10	5 17 30	540 541 539	25 26 49	3 6 8	53 61 65	33 26 23	11 7 5	543 546 547
Optional school/SAU question A. B. C. D.	67 33 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 0 0 0	50 0 0 0	1 1 1 1	50 100 100 100	531 516 516 516	67 33 0 0	0 0 0 0	0 0 0 0	50 0 0 0	50 100 100 100	531 516 516 516						

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	5
SAU:	MSAD 04
School:	Piscataquis Community Middle S

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	6	10	6	11	1711	12
	2007-2008	3	5	3	5	1617	12
	2008-2009	3	6	3	6	2119	15
	Cum. Total*	12	7	12	7	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	33	57	32	56	6778	48
	2007-2008	32	55	31	54	7284	52
	2008-2009	31	57	31	57	7046	50
	Cum. Total*	96	56	94	56	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	14	24	14	25	3884	28
	2007-2008	17	29	17	30	3341	24
	2008-2009	16	30	16	30	3193	23
	Cum. Total*	47	28	47	28	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	5	9	5	9	1683	12
	2007-2008	6	10	6	11	1778	13
	2008-2009	4	7	4	7	1638	12
	Cum. Total*	15	9	15	9	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	23.1	48.1	23.1	48.1	25.5	53.1
A. Number	18	38	8.7	48.3	8.7	48.3	9.8	54.4
B. Data	10	21	4.7	47.0	4.7	47.0	5.2	52.0
C. Geometry	10	21	4.5	45.0	4.5	45.0	4.7	47.0
D. Algebra	10	21	5.1	51.0	5.1	51.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 04
School: Piscataquis Community Middle S

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	3	6	31	57	16	30	4	7	543	54	6	57	30	7	543	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	53	3	6	30	57	16	30	4	8	543	53	6	57	30	8	543	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	5	42	4	33	3	25	535	12	0	42	33	25	535	2307	3	32	32	33	536
No	42	3	7	26	62	12	29	1	2	545	42	7	62	29	2	545	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	54	3	6	31	57	16	30	4	7	543	54	6	57	30	7	543	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	35	0	0	20	57	11	31	4	11	542	35	0	57	31	11	542	5731	7	46	29	18	542
No	19	3	16	11	58	5	26	0	0	545	19	16	58	26	0	545	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	54	3	6	31	57	16	30	4	7	543	54	6	57	30	7	543	13988	15	50	23	12	547
Gender																						
Female	31	1	3	19	61	9	29	2	6	543	31	3	61	29	6	543	6889	14	51	23	12	546
Male	23	2	9	12	52	7	30	2	9	543	23	9	52	30	9	543	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	5	56	3	33	1	11	540	9	0	56	33	11	540	1918	3	39	36	22	539
No	45	3	7	26	58	13	29	3	7	544	45	7	58	29	7	544	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	54	3	6	31	57	16	30	4	7	543	54	6	57	30	7	543	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 04
School: Piscataquis Community Middle S

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 67 28 2	0 1 2 0	0 3 13 0	0 22 9 0	0 61 60 0	1 11 3 1	50 31 20 100	1 2 1 0	50 6 7 0	520 544 544 532	4 67 28 2	0 3 13 0	0 61 60 0	50 31 20 100	50 6 7 0	520 544 544 532	4 70 24 2	8 15 15 9	38 52 51 37	26 23 23 24	28 10 11 30	539 547 547 539
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	39 33 22 6	2 1 0 0	10 6 0 0	14 9 5 3	67 50 42 100	4 6 6 0	19 33 50 0	1 2 1 0	5 11 8 0	547 541 540 545	39 33 22 6	10 6 0 0	67 50 42 100	19 33 50 0	5 11 8 0	547 541 540 545	34 45 18 3	28 11 3 1	50 54 45 29	14 24 33 41	8 10 19 29	552 546 540 535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	44 46 7 2	2 1 0 0	8 4 0 0	17 13 1 0	71 52 25 0	5 9 1 1	21 36 25 100	0 2 2 0	0 8 50 0	547 542 528 540	44 46 7 2	8 4 0 0	71 52 25 0	21 36 25 100	0 8 50 0	547 542 528 540	38 48 11 3	22 12 6 6	52 53 40 26	19 24 30 29	7 11 24 38	550 546 540 534
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	31 61 7	0 3 0	0 9 0	9 19 3	53 58 75	5 10 1	29 30 25	3 1 0	18 3 0	539 545 546	31 61 7	0 9 0	53 58 75	29 30 25	18 3 0	539 545 546	17 64 19	7 15 24	42 53 49	30 23 17	21 10 10	540 547 550
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	13 67 19 2	0 3 0 0	0 8 0 0	4 18 8 1	57 50 80 100	2 12 2 0	29 33 20 0	1 3 0 0	14 8 0 0	540 543 545 546	13 67 19 2	0 8 0 0	57 50 80 100	29 33 20 0	14 8 0 0	540 543 545 546	7 28 41 24	6 9 17 21	39 49 53 51	27 28 21 20	27 15 9 8	539 544 548 549
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	6 7 52 35	0 0 2 1	0 0 7 5	2 3 17 9	67 75 61 47	0 1 7 8	0 25 25 42	1 0 2 1	33 0 7 5	534 545 545 541	6 7 52 35	0 0 7 5	67 75 61 47	0 25 25 42	33 0 7 5	534 545 545 541	6 24 33 38	14 17 17 12	43 52 52 49	24 21 21 25	20 10 9 14	543 548 548 545
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	28 30 28 15	0 2 1 0	0 13 7 0	7 7 11 6	47 44 73 75	5 6 3 2	33 38 20 25	3 1 0 0	20 6 0 0	538 544 546 545	28 30 28 15	0 13 7 0	47 44 73 75	33 38 20 25	20 6 0 0	538 544 546 545	23 31 27 20	13 17 17 12	47 52 52 50	26 21 21 24	15 10 10 14	545 548 548 545
Optional school/SAU question A. B. C. D.	67 33 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 1 100	1 1 1 100	50 100 100 100	1 0 0 0	50 0 0 0	520 536 536 536	67 33 0 0	0 0 0 0	0 0 100 100	50 0 0 0	50 0 0 0	520 536 536 536						

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 04
School: Piscataquis Community Middle S

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	0	0	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	25	46	25	46	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	20	37	20	37	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	9	17	9	17	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	27.6	57.5	27.6	57.5	29.2	60.8
D. The Physical Setting	24	50	12.2	50.8	12.2	50.8	12.9	53.8
E. The Living Environment	24	50	15.4	64.2	15.4	64.2	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 04
School: Piscataquis Community Middle S

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	25	46	20	37	9	17	540	54	0	46	37	17	540	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	53	0	0	24	45	20	38	9	17	540	53	0	45	38	17	540	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	1	8	6	50	5	42	533	12	0	8	50	42	533	2309	2	29	39	29	536
No	42	0	0	24	57	14	33	4	10	542	42	0	57	33	10	542	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	54	0	0	25	46	20	37	9	17	540	54	0	46	37	17	540	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	35	0	0	14	40	13	37	8	23	538	35	0	40	37	23	538	5729	2	42	37	20	539
No	19	0	0	11	58	7	37	1	5	544	19	0	58	37	5	544	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	54	0	0	25	46	20	37	9	17	540	54	0	46	37	17	540	13987	4	51	31	13	543
Gender																						
Female	31	0	0	15	48	12	39	4	13	541	31	0	48	39	13	541	6886	4	49	33	14	542
Male	23	0	0	10	43	8	35	5	22	540	23	0	43	35	22	540	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	3	33	2	22	4	44	532	9	0	33	22	44	532	1917	1	31	41	28	536
No	45	0	0	22	49	18	40	5	11	542	45	0	49	40	11	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	54	0	0	25	46	20	37	9	17	540	54	0	46	37	17	540	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 04
 School: Piscataquis Community Middle S

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	1	50	1	50	529	4	0	0	50	50	529	4	2	37	35	25	538
B. less than one hour	67	0	0	15	42	14	39	7	19	539	67	0	42	39	19	539	70	4	53	31	12	544
C. one to two hours	28	0	0	10	67	4	27	1	7	546	28	0	67	27	7	546	24	5	51	31	12	544
D. more than two hours	2	0	0	0	0	1	100	0	0	538	2	0	0	100	0	538	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	22	0	0	5	42	6	50	1	8	542	22	0	42	50	8	542	26	7	56	26	11	545
B. good	48	0	0	12	46	6	23	8	31	537	48	0	46	23	31	537	53	4	53	31	11	544
C. fair	28	0	0	8	53	7	47	0	0	544	28	0	53	47	0	544	18	2	41	39	17	540
D. poor	2	0	0	0	0	1	100	0	0	538	2	0	0	100	0	538	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	26	0	0	9	64	2	14	3	21	542	26	0	64	14	21	542	23	5	56	28	11	544
B. They match some of what I have learned.	59	0	0	14	44	13	41	5	16	540	59	0	44	41	16	540	48	5	52	31	12	544
C. They match just a little of what I have learned.	13	0	0	2	29	5	71	0	0	541	13	0	29	71	0	541	23	4	49	33	14	543
D. There is no match.	2	0	0	0	0	0	0	1	100	528	2	0	0	0	100	528	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	27	0	0	6	43	4	29	4	29	539	27	0	43	29	29	539	23	5	48	31	16	543
B. about the same as my regular schoolwork	62	0	0	18	56	10	31	4	13	542	62	0	56	31	13	542	58	4	52	32	12	543
C. easier than my regular schoolwork	12	0	0	1	17	4	67	1	17	537	12	0	17	67	17	537	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	94	0	0	25	49	18	35	8	16	541	94	0	49	35	16	541	33	5	51	31	14	543
B. a few times a week	6	0	0	0	0	2	67	1	33	534	6	0	0	67	33	534	45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	46	0	0	11	44	8	32	6	24	539	46	0	44	32	24	539	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	6	0	0	0	0	1	33	2	67	529	6	0	0	33	67	529	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	35	0	0	13	68	6	32	0	0	546	35	0	68	32	0	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	13	0	0	1	14	5	71	1	14	535	13	0	14	71	14	535	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	56	0	0	16	53	10	33	4	13	541	56	0	53	33	13	541	47	4	51	32	12	543
B. a few times a month	22	0	0	7	58	4	33	1	8	544	22	0	58	33	8	544	27	5	54	30	11	544
C. once a month	7	0	0	0	0	3	75	1	25	533	7	0	0	75	25	533	10	5	49	30	15	543
D. never or almost never	15	0	0	2	25	3	38	3	38	536	15	0	25	38	38	536	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	54	0	0	15	52	10	34	4	14	541	54	0	52	34	14	541	46	4	52	32	12	543
B. a few times a month	26	0	0	9	64	4	29	1	7	543	26	0	64	29	7	543	28	5	53	30	12	544
C. once a month	7	0	0	0	0	3	75	1	25	533	7	0	0	75	25	533	11	4	47	34	15	542
D. never or almost never	13	0	0	1	14	3	43	3	43	534	13	0	14	43	43	534	15	4	50	30	16	542
Optional school/SAU question																						
A.	67	0	0	0	0	1	50	1	50	529	67	0	0	50	50	529						
B.	33	0	0	0	0	1	100	0	0	532	33	0	0	100	0	532						
C.	0										0											
D.	0										0											

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 N = Number